

## WEEK 3 Lesson 1

### Science and Engineering: External Parts of Animals

How do animals use their parts to move?

<b>S &amp; E Big Ideas</b>	Animals have external parts that help them survive, grow, and meet their needs. Animals use their external parts to grasp objects, move from place to place, protect themselves, survive in their environments, and seek, find, and take in food, water, and air.
<b>S &amp; E Guiding Question</b>	How do animals use their parts to move?
<b>Content Objective</b>	I can identify external parts of animals that help them to move. (1-LS1-1)
<b>Language Objective</b>	I can discuss what I learn about how animals use their parts to move. (SL1.1)
<b>Vocabulary</b>	<b>external part:</b> a part that can be seen on the outside <b>label:</b> a word that names a specific part of a diagram or image
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● clipboards and a pencil, one for each child</li><li>● <i>How and Why Animals Move</i>, by Bobbie Kalman, <a href="https://www.getepic.com/book/11685500/how-and-why-do-animals-move">here</a> on Epic <a href="https://www.getepic.com/book/11685500/how-and-why-do-animals-move">https://www.getepic.com/book/11685500/how-and-why-do-animals-move</a></li><li>● <a href="#">Animal Parts</a> sheet, one for each child and one for the teacher (enlarged if possible)</li></ul>
<b>Opening</b> 5 minutes	Gather children in the whole group meeting area. <i>Last week, we started learning about animals and their parts. This week, we will learn about how animals use their parts to help them survive, grow, and meet their needs. Today, we will read a nonfiction text that will teach us about how animals use their parts to move in different ways.</i>  <i>Let's do a turn and talk to warm up our brains. When we're finished, I'm going to ask for a few friends to share what their partners said, so please be a careful listener to your partner... How do animals use</i>

	<p><i>their body parts to help them move?</i></p> <p>Once children have had a couple minutes to talk to one another, ask a few children to share what their partner(s) said.</p>
<p><b>Text</b> 20 minutes</p>	<p><i>Today, we will read the book, How and Why Animals Move, by Bobbi Kalman. We will learn why animals need to move and all about how they use their different body parts to move. As I read, I'm going to ask you to record some information that you learn from the text, just like scientists do!</i></p> <p>Show children the Animal Movement sheet (enlarged if possible) and point out where they will draw and label the parts that help animals move.</p> <p><i>There is one example already done for you. Some animals have hooves that help them to climb on mountains, so there is a picture of a hoof, then a <b>label</b>, or a word that tells what the picture is; this label says, "hoof". As I read, I am going to stop in a few different places to give you a little bit of time to quickly sketch an animal part and write a label to tell what the part is.</i></p> <p>Pass out the clipboards, pencils, and Animal Movement sheet. Begin reading. While reading, draw attention to the headings at the top of each page, helping children to understand that headings tell them about what they will learn on that page. As you read, pause at these times:</p> <p>Pause after page 4 and ask, <i>What are some reasons animals need to move?</i></p> <p>Pause after page 11 and give children 2-3 minutes to record.</p> <p><i>This is the first place we'll pause to record an animal body part that helps it move. What animal parts did we learn about on the last few pages? Right! We learned about different kinds of wings, legs, webbed feet, claws! Choose one of those parts to draw and label in one of your boxes.</i></p> <p>Pause after page 13 and give children 2-3 minutes to record.</p> <p><i>This is our second stopping point. What animal parts did we learn about on these pages? Right! We heard about long tails and strong back legs. Take a couple minutes to draw and label the animal part you want to record.</i></p> <p>Pause after page 15 and give children 2-3 minutes to record.</p> <p><i>This is our third stopping point. What animal parts did we learn about on these pages? Right! We heard about claws, long arms, special tails, and paws. Take a couple minutes to draw and label the animal part you would like to remember.</i></p> <p>Pause after page 19 and give children 2-3 minutes to record.</p> <p><i>This is our last stopping point. What animal parts did we learn about on these pages? Right! We heard about long</i></p>

	<p><i>tails and strong back legs. Take a couple minutes to draw and label the animal part you want to record.</i></p> <p>Finish reading the book.</p>
<p><b>Closing</b> 5 minutes</p>	<p><i>Today we learned all about how animals use their <b>external</b>, or outside, parts to help them move. In a moment, I'm going to ask that you turn and talk to a partner about some of the parts you learned about. You could also share some other parts animals have that help them to move, even if it wasn't in the book we read today. .... What parts do animals have that help them to move?</i></p> <p>Invite a couple of children to share. <i>We will continue to learn more this week about how animals use their parts to help them survive, grow, and meet their needs!</i></p>
<p><b>Standards</b></p>	<p><b>1-LS1-1</b> Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>RI.1.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>
<p><b>Ongoing assessment</b></p>	<p>Take note of the childrens' background knowledge.</p> <p>As children are recording different body parts and labeling them, watch to see if they understand that a label identifies the part they've drawn, and if children are drawing parts that help the animals move rather than other parts (such as the mouth) that are used for different functions.</p> <p>Throughout the lesson, monitor for understanding of key concepts.</p> <p>Do children understand that</p> <ul style="list-style-type: none"> <li>● animals have body parts that help them to move the way they need to in order to survive?</li> <li>● different types of body parts have different functions?</li> <li>● animals move to find food or water, avoid danger, or find shelter?</li> </ul>

**Notes**